DOCUMENT RESUME

ED 256 938 CE 041 489

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TITLE A Manual for Helping Non-Traditional Students.
INSTITUTION Central Texas Coll., Killeen.
SPONS AGENCY Texas Education Agency, Austin.
PUB DATE Jun 84
NOTE 91p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Access to Education; Career Counseling; Classroom Techniques; *Counseling Techniques; Equal Education; Guidelines; Job Development; *Job Placement; *Nontraditional Education; Outreach Programs; Postsecondary Education; Publicity; Questionnaires; School Business Relationship; *School Holding Power; Secondary Education; Sex Fairness; Sex Role; State Surveys; Stereotypes; *Student Recruitment; Teacher Workshops; *Vocational Education
IDENTIFIERS *Texas

ABSTRACT

This manual is designed to assist vocational educators in meeting the needs of students preparing for careers in nontraditional occupations. Discussed first are the effects of sex bias and stereotyping on employment and earning patterns, barriers to nontraditional training, and the role of vocational education in equal access. Discussed in a chapter on recruitment strategies are vocational counseling, publicity efforts, and special outreach activities. Various retention strategies are described, including increasing awareness of equal access issues, using materials and instructional techniques that include nontraditional students, identifying role models, and providing support services. Covered in a chapter on placement strategies are job development, student preparation, and follow-up procedures. The final chapter reports on a Texas survey, the Equal Access Survey, that examined the experiences and opinions of postsecondary vocational instructors, counselors, and nontraditional students as well as of nontraditional workers and their employers. Concluding the guide are a bibliography and appendixes listing resources for equal access information and materials and a suggested agenda for an equal access workshop. (MN)

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ED256938

A MANUAL FOR HELPING NON-TRADITIONAL STUDENTS

Presented to

The Research Coordinating Unit of

The Texas Education Agency

by

Central Texas College

June, 1984

U.S. DEPARTMENT OF EDUCATION
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PREFACE

The Equal Access Project was funded by the Texas Education Agency Research Coordinating Unit for the period of July 1, 1983, through June 30, 1984. The major objectives of the project were the following: to coordinate four equal access workshops in various locations around the state; to conduct a survey of non-traditional students and employees, vocational counselors and instructors, and employers to gain current information concerning ways of assisting non-traditional students; and to develop a manual to present survey data and other relevant information collected during the project. Maurine Dahlberg, Project Coordinator, was responsible for the completion of project tasks and developed the manual, A Manual for Helping Non-Traditional Students.

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INTRODUCTION - WHAT IS A "NON-TRADITIONAL STUDENT"?

Definition

The term "non-traditional" is used to describe students who differ in some way from conventional students. Specifically, in vocational education, the term "non-traditional" is often used to describe female students who are enrolled in training which is traditionally for males and male students who are enrolled in training which is traditionally for females. Non-traditional students may also be those who differ from conventional students because of their age, ethnic background, language, or handicap. While the focus of this manual is upon students who are non-traditional because of their sex, special suggestions for helping other types of non-traditional students will also be given as appropriate.

Background

Throughout history, stereotypes of men and women have developed. These stereotypes are based largely upon the biological and physical functions to which men and women, respectively, were once limited. Men, for instance, have historically acted as laborers and breadwinners because of their size, physical strength, and inability to bear children. Because of this historical role, the stereotype of men depicts them as being strong, aggressive, competitive, and powerful. Women have historically acted as homemakers and nurturers because of their smaller size and child-bearing abilities. The stereotype of women, therefore, depicts them as being quiet, unassertive homemakers who (at most) work for "pin money" or to "get out of the house."

Over the years, society has changed so that these stereotypes are inappropriate as well as impractical for modern life. Because of changes brought about by factors such as modern mechanization and computerization, increased life expectancy, increased divorce rate, and decreased birth rate, men and women of today have different needs and life-styles from those of their ancestors.

Current research shows the harmful effects of sex stereotyping. The Mid-Atlantic Center for Sex Equity in Washington, D.C. (Regional Planning Center/Albany Schoharie-Schenectady BOCES, 1984) cites the following facts concerning men and boys:

- The strain of suppressing feelings towards family and friends can cause emotional and physical problems for men and boys. Males who score high on sex-appropriate behavior tests also score high on anxiety tests. Males have a higher suicide rate than females and also are more likely to succumb to serious disease or be victims or accidents or violence.

- The active, independent, aggressive role into which boys are socialized tends to conflict with school norms which stress quiet behavior and docility. This results in a pattern of role conflict for boys, particularly in elementary school.

- Boys are four times as likely to have reading problems as girls. They also tend to receive lower grades than girls with equal IQ's and are over sixty percent more likely than girls to be grade repeaters.

- Teachers and counselors advise boys to enter sex-stereotyped careers and limit their potential in occupations such as kindergarten teaching, nursing, or secretarial practice. Boys often build career expectations that are higher than their actual abilities and suffer from compromise, disappointment, and frustration.

- Boys are discouraged from playing with dolls (except those that represent athletes or soldiers). Additionally, few schools provide programs that encourage boys to learn parenting skills. Many men, therefore, become "transparents" rather than parents. They are often seen by their children as being merely punishing agents in the family.

- Boys are taught stereotyped behaviors earlier and more harshly than girls. There is a twenty percent greater probability that stereotyped behavior will stay with them for life.

Girls and women are limited by sex stereotyping in ways such as the following:

- Girls are often taught to suppress their feelings of ambition. Because of this, many girls prepare only for being wives and mothers and do not train for paying careers. They often become displaced homemakers who do not have sufficient education or training to be able to support themselves and their children. Even if family income is supplied by husbands, many women find that their "life script" has run out when the last child leaves home (Jongeward and Scott, 1981).

- Girls are often not prepared for the economic realities of life. Statistics indicate that ninety percent of high-school girls can expect to be in the labor force for an average of twenty-five years if they marry and an average of forty-five years if they do not marry (Baumgartner-Papageorgiou, 1982). Sixty-six percent of female employees are the sole supporters for themselves and their families, or they are married to spouses who earn less than $15,000 per year (Baumgartner-Papageorgiou, 1982). Girls' career plans, therefore, need to be practical, serious, and well-informed.

- In spite of the fact that women's salaries are important to them and their families, women are clustered into the lowest-paid occupations. Eighty percent of female employees in 1977 were in the occupations of clerical work (36%); service work (21%); education, librarianship, and social work (8%); retail sales (6%); nursing and health technology (5%); and clothing and textile work (4%) (Barrett, 1979, p.41). These jobs all tend to have low wages and little authority.

Sex stereotyping begins early. According to Brooks-Gunn and Matthews (1979), children can sex stereotype objects and activities even before they reach school age. By the second grade, boys can name twice as many job options as girls can (Vetter and others, 1977). According to one study, girls in grade school believe they would have more or different options in the work world if they were boys; boys, on the other hand, believe they would lose options if they were girls (Baumgartner-Papageorgiou, 1982).

Barriers to Non-Traditional Training

Because of stereotyping and traditional ideas concerning what men and women "should" do, students often find barriers to enrolling and participating in non-traditional skills training and subsequent employment. These barriers may be internal (coming from within the student) or external (coming from the institution or society). Some internal barriers are the following:

- lack of knowledge about non-traditional work;
- fear of failure in a non-traditional job;
- fear of others' perceptions of them as non-traditional students;
- inaccurate perceptions of non-traditional students and workers; and,
- actual or perceived lack of physical strength and ability needed to perform tasks in a non-traditional job.

The following are some external barriers to non-traditional training:

- lack of role models for non-traditional students;
- lack of resources showing non-traditional students and their job tasks;
- lack of representation of non-traditional workers in classroom materials;
- limited job market in all fields due to economical reasons, so that even traditional workers often have difficulty finding employment; and,
- traditional stereotyping by teachers, counselors, parents, students,

administrators, and community members so that a student's interest in a non-traditional field is often ignored or ridiculed.

The Role of Vocational Programs in Equal Access

The goal of Equal Access is not to force students into non-traditional fields, to set quotas to be filled, or to give special privileges to under-represented students. Rather, the goal is to help individual students decide what they wish to do with their lives, based upon their realistic needs, interests, and skills, and to provide them with a fair opportunity to succeed in their chosen fields.

Non-traditional careers are not appropriate for all students. Some students may not be interested in the work style, conditions, or content of non-traditional jobs. Some may also prefer the security of a traditional career rather than the insecurity of being a "pioneer" in a non-traditional career. According to Amanda (1977), however, looking at non-traditional careers can help even traditional students adjust to the world of work, because, as well as broadening their own job options, exploration of non-traditional careers can help them become prepared to work with the non-traditional students, co-workers, and employers whom they will encounter later in their lives.

Dissemination of Information Concerning Equal Access

Workshops can be held on a campus-wide, local, or statewide basis for the purpose of sharing information concerning equal access and special needs programs. Presenters at such workshops should be qualified,

experienced personnel from either one particular institution's equal access program or various successful equal access programs. Participants in the workshops may be special needs counselors, instructors, and/or administrators who wish to learn more about equal access issues and successful strategies to use in assisting non-traditional students. A suggested workshop agenda is given in Appendix C of this manual. For more information concerning procedures and evaluations of the 1983-84 Texas Education Agency Equal Access Project Workshops, please refer to the project's final report, which is available from the Agency.

Advocacy of a Special Needs Program to Assist Non-Traditional Students

As with other programs, the special needs program must justify its continuation by showing a significant contribution to the sponsoring institution as well as to program participants. If a program is seen by administrators or community members as being merely an altruistic form of welfare with no benefits to the institution or community, it will have little chance of being re-funded in future years.

In order to demonstrate the program's contribution to the institution, careful records must be kept and reviewed frequently. Statistics must indicate that the program annually mainstreams a significant number of students into the institution. According to statistics from one displaced homemaker program in Texas, for instance, over three hundred clients are channeled into the institution's classes every year. Special activities such as workshops for re-entry adults or non-credit classes sponsored by the special needs program can also be counted as sources for gaining new

students. According to Gauntlett (1984), approximately fifty percent of the sixty-four students who completed Eastfield College's recent non-credit computer orientation course later registered for classes. Gilmour (1984) suggests keeping records which show the number of students channeled into the institution, their average number of contact hours, and average cost of tuition. These figures can be used to indicate the approximate return on program expenditures.

Other benefits should also be considered when estimating the value of the special needs program. Students who, through the program, are helped to become trained and job-ready can become productive, tax-paying citizens of the community. Gilmour (1984) estimates that, because of this change from the role of welfare recipient to that of taxpayer, a return of approximately forty thousand dollars is gained for every five thousand dollars spent on a special needs student. The special needs program can, therefore, be a very important instrument for change within the community.

According to Henderson (1984), the special needs program can also be a very effective public relations tool of the institution. Members of the McLennan Community College Displaced Homemaker Program, for instance, give free programs and presentations to community groups in return for their assistance with clients. Such presentations given by special needs worksers may be on topics of health care, assertiveness, coping with death in the family, career planning, or assisting handicapped family members. Brochures and other materials concerning the special needs program or the institution can also be made available during the presentation.

A successful special needs program therefore involves mutual support

between the program and the sponsoring institution. When the institution provides funds, facilities, and a supportive environment, the program can then act as an outreach tool for gaining students, contact hours, and community goodwill for the institution.

I. RECRUITMENT STRATEGIES

Recruitment (or "outreach") is concerned with ways of interesting potential students in a particular school or program. Studies have shown that persons who have had no early life experience in non-traditional job areas (such as helping their opposite-sex parents perform chores) are often unaware of the tasks and skills needed in non-traditional areas (Moynihan-McCoy, 1984). Such persons may ignore or reject the idea of non-traditional careers because they have no experience, information, or "self-concept" in non-traditional areas. The idea of recruitment is, therefore, not to force potential students into non-traditional careers, but to help them learn about non-traditional careers and develop concepts of themselves as future non-traditional employees. Other types of non-traditional students, such as those who have a handicap or those who are "different" because of age, language, or ethnic background, also need honest, realistic information and psychological support in order to choose the most appropriate training programs and form self-concepts as successful students and future employees.

Various successful ways of recruiting non-traditional students have been identified through the efforts of research and experimental programs. These methods generally include vocational counseling, use of publicity efforts in the community, and special outreach activities. A combination of these efforts can result in a successful program to combat the barriers which non-traditional students often find in entering the educational setting.

Vocational Counseling

Individual Counseling

Good vocational counseling is based upon each student's individual needs, abilities, and interests rather than upon stereotyping or coercion. Non-traditional careers should be presented and studied as options, as are traditional careers. Many students have never considered non-traditional careers and have no knowledge of the skills, tasks, salary levels, benefits, working conditions, and market demands involved. Counselors have a responsibility to help interested students explore these aspects of non-traditional careers in an honest, realistic, and supportive fashion.

Actual skills required for job tasks in various careers should be examined when investigating non-traditional job possibilities. Information concerning job tasks can be gathered from talking with employers, employees, and instructors, and from reading brochures and books which describe positions in various careers. Such an examination of tasks is important because many times, careers are labeled as "women's" or "men's" only because of tradition and stereotyping rather than because of the actual skills or tasks involved. According to the U.S. Department of Labor, "job requirements, with extremely rare exceptions, are un-related to sex. Tradition, rather than job content, has led to labeling certain jobs as women's and others as men's" (U.S. Department of Labor, Women's Bureau, 1974). Looking at actual skills and job tasks can also be important in counseling students who are non-traditional because of handicaps. Particularly in this age of specialization and mechanization, no reason -

other than stereotyping - often exists for barring handicapped workers from jobs.

Comparative pay and benefits should also be explored when helping students consider non-traditional job areas. Particularly for women, non-traditional jobs often have higher salaries, more extensive benefits, and a more secure future. A study by the Louisiana State Department of Health and Human Resources (1977) reported that seventy percent of female survey respondents indicated "increased financial security" as one result of non-traditional job placement. Other groups, such as the National Commission for Employment Policy (1981), also advocate the training of women in traditionally male job areas in order to raise their income levels.

Not all traditional male job areas, however, guarantee better income levels and benefits. Casey Riley, Coordinator, and Anne Guenzel, Instructor/Counselor of the Texas A&M Highway Construction for Women Program (1984) report that wages for entry-level construction workers in Texas are often $4.50 or $5.00 per hour. Construction work is also sporadic, Riley and Guenzel add, since it is dependent upon weather conditions, receipt of necessary materials, and duration of a project. Such work is therefore often inappropriate for persons such as displaced homemakers who need higher and more dependable earnings to support themselves and their families.

Counselors should also help students learn about and consider the working conditions involved in various non-traditional jobs. In the recent Texas survey (see Section IV), one hundred percent of employers and

eighty-six percent of non-traditional students see a more realistic picture of working conditions in their future jobs. Such conditions may involve temperature extremes, physical labor, long or sporadic hours, lack of child care facilities, and isolation from other workers of the same sex. Counselors have a responsibility to be honest and realistic about these possible negative aspects of non-traditional jobs.

Students, such as displaced homemakers, who are non-traditional because of age, language, or economic conditions, often require counselors to assist with basic survival needs as well as provide vocational counseling. According to Shirley Woods (1984), Director of Vernon County Regional College Career Development Center and Program Director for New Directions Displaced Homemaker Program in Wichita Falls, Texas, "referrals to other agencies and programs within the community may be necessary to take care of primary needs before the educational process can begin." Students who are non-traditional because of a handicap may also require referrals to other community or state-operated agencies in order to receive available benefits. Counselors should, therefore, keep information concerning locations, telephone numbers, contact personnel, and services of helping agencies to which students may be referred. A good working relationship between the vocational counselor and contact personnel at such agencies can be highly beneficial to non-traditional students.

Students who are non-traditional because of age, language, or lack of formal education may also need counseling and assistance with degree plans, financial aid papers, enrollment processes, and education-related terminology. Delays in tuition assistance, long lines at the admissions

office, and confusing terms such as "college hours" and "terminal degrees" can cause non-traditional students to feel frustrated and out-of-place in the educational setting. Counselors may need to walk through the registration process with non-traditional students in order to assist with enrollment.

Group Counseling

Group counseling sessions can be useful in helping students share their information and feelings about careers. These sessions may focus upon non-traditional careers only or they may be conducted for the purpose of career exploration in general. Such groups can act as a psychological support system. This support system is particularly important for non-traditional students since they often feel unaccepted and left out of traditional activities.

Self-awareness and life-planning activities are crucial parts of career exploration which can be effectively conducted in group sessions. According to Smith and others (1977), one good activity of this type is that of the "Ideal Life Scenario." In this exercise, the group leader gives information concerning realistic life span and work expectations. Students are then asked to fantasize about their ideal lives in ten years. Afterwards, they discuss their fantasies with one another and plan realistic steps needed to reach their ideal goals. This activity, reports Smith, helps students to form concepts of themselves as workers. Another activity cited by Smith is that of making "family trees" to enable students to see the patterns of careers that men and women in their families have

held over the years. In this way, students can see whether they have made their career decisions according to their actual interests and needs or have merely chosen a career which fits into the family pattern.

Several awareness games have been developed in recent years to assist students in considering non-traditional training. One of these games is "Whatever Happened to Debbie Kraft?" by Feminists Northwest (1975). In this game, students are given a series of career and life style choices. Each choice is followed by several options which require the player to turn to another page and find another set of options. All options lead to a set of questions concerning ways in which "Debbie" could have better prepared herself for adult life. Another activity for groups is the "Cinderella Game," developed by Susan Riley (1980). In this game, the group discusses topics of sexism, assertiveness, and development of value systems. Role-playing and group projects are also included in the activity.

Publicity Efforts

Flyers and Brochures

The use of flyers and brochures in the local community can be very effective in recruiting non-traditional students. Materials should include the program's logo, contact information, and a message appropriate for the target audience. According to Southern Illinois University (1980), materials must clearly include members of each target population in words or pictures. Some equal access programs, such as those of the Ysleta School District (1985) and Southern Illinois University (1980) suggest the idea of depicting dollar bills on flyers or designing brochures to be

folded over to form a "dollar bill" in order to emphasize the financial benefits of vocational education.

According to Edie Goodman (1984), Program Specialist for Houston Community College System's Women's Program, publicity materials such as flyers and brochures can often be produced on a "pro bono," tax-deductible basis by local businesses. Flyers and brochures can be disseminated through mass mail-outs to members of the target audience (such as junior or senior high school students who may be exploring career options) or through placement in shopping malls, waiting rooms, and recreation centers. Programs for displaced homemakers can also distribute materials in courthouses, lawyers' offices, doctors' offices, laundromats, battered wives' shelters, and agencies where displaced homemakers often go for assistance. Likewise, materials concerning programs for handicapped persons can be placed in rehabilitation centers and appropriate agencies as well as in shops, offices, and government buildings.

Outreach information can often be included for little or no charge on such materials as bank statements, community newspapers, inserts to be mailed with utility bills, and campus bookstore receipts. Church bulletins are another good means of giving outreach information, particularly to adult re-entry students, displaced homemakers, handicapped persons, and ethnic minorities.

Care should be taken to ensure that all catalogs, brochures, and promotional material from the institution use non-stereotyped illustrations and generic language. Course descriptions should concern the level and type of tasks performed, rather than emphasizing the sex or age of students

who are expected to enroll. A beginning auto mechanics course should, for instance, be called "Auto Maintenance" or "Fundamentals of Auto Mechanics" rather than "Auto Mechanics for Women" or "A Teen-Ager's Guide to Car Care." The use of the pronouns "he" and "she" in course descriptions or illustrations which show only one sex, age, or ethnic group can also give subtle messages to potential non-traditional students.

Newspapers

Information given to local newspapers can be of several types. Brief advertisements or articles designed to reach the target audience are often effective. For more in-depth information, a feature story concerning the recruitment program or any of its special events (such as an open house, guest speaker's visit, or career workshop) can be developed. A human interest story, concerning a non-traditional student in the program is also an effective outreach method because it shows an example - or "role model"- of an actual non-traditional student with whom readers can identify. As with flyers and brochures, newspaper articles should always include information on contacting the institution or program.

Television and Radio

Public service announcements can be written and submitted to local media in order to expand the outreach effort. Many stations have their own format for such announcements, so time may be saved by checking with stations before the message is developed.

Outreach personnel and/or non-traditional students may also be willing

to act as guests on local talk shows and news programs. Timing of the program should be planned to reach the target population. If, for instance, recruitment efforts are directed towards high school students who may be interested in non-traditional training, the program should be scheduled during evening or week-end hours rather than during school hours. Again, guest speakers should have accurate information concerning ways of contacting the institution or special needs program.

Cable television stations or radio stations which are based on the institution's campus are excellent media for advertising recruitment efforts. According to Claire Gauntlett (1984), Assistant Director of Continuing Education for Eastfield College, personnel from the special needs program should make every attempt to assist in the planning phase of such stations if they are not already in operation.

Billboards

Billboards within the community are good sources to use in highlighting the concept of equal access or giving information concerning the special needs program. According to Edie Roodman (1984), billboards may often be leased or rented on a pro bono basis, in which the program pays only for the design and labor involved. Billboards should include information on contacting the special needs program as well as an appropriate message which is designed to appeal to the target audience.

Audio Visual Materials

Audio-visual materials may be elaborate multi-media presentations or a simple series of slides which depict non-traditional students and program staff members in the educational setting. To reduce costs, audio-visual materials may be developed with the assistance of the school's own communications department or on a pro bono, tax-deductible basis from local communications companies.

In addition to giving information about the program, audio-visual materials should give a positive feeling about non-traditional students and their future in the work world. They should show non-traditional students of various ages and ethnic backgrounds working and succeeding in actual vocational settings. The opportunity of seeing actual role models at work in the school can lessen the threat of enrollment for potential non-traditional students.

Audio-visual materials can be shown to many groups such as the following: junior or senior high school audiences in career awareness programs, displaced homemakers' workshops, staff and faculty members in-service sessions, parents of secondary students, staff members of other schools within the area who are beginning their own non-traditional recruitment efforts, and statewide seminars for secondary and post-secondary educators. Through showings to varied groups such as these audio-visual materials can be valuable tools for raising the consciousness levels of educators as well as recruiting non-traditional students into the program.

Handbooks

Handbooks for prospective non-traditional students may be designed to promote awareness of themselves and their potential place in non-traditional work. An effective awareness workbook of this type is "What About a Non-Traditional Job?" developed by Toni Moynihan-McCoy (1983), Director of the Texas Education Agency's Forum for Change. This workbook is an attractive and readable source for prospective non-traditional students and has a companion volume for parents. Another useful handbook is "Vocational Education Pays," developed by the Ysleta Equity Program (1983). This book is designed to be a student guide to career planning and gives valuable information concerning the necessary preparation for a variety of careers as well as information concerning opportunities in each career field. Worksheets for students are included in the handbooks.

Handbooks may also be designed to give information to students concerning terms and processes used in the vocational setting. This type of handbook can be very helpful to re-entry students, displaced homemakers, and low English proficiency students who are often unfamiliar with commonly used education-related terms and may also be confused by admissions processes. The handbook may include a glossary of education-related terms; a list of on-campus services; telephone numbers of key personnel in the areas of counseling, financial aid, and registration; a map of the campus; tips on effective study techniques; and information concerning common procedures such as registration, financial assistance, and course changes.

Special Outreach Activities

Open House

An open house of the vocational program can be an effective means of attracting new non-traditional students. As well as taking a guided tour of the facilities, potential students should have an opportunity to see actual demonstrations of various skills and equipment. According to Woods (1984), free services, such as hair trimming, typing, and simple automotive work, may even be offered by various departments to interest local residents in attending the open house. If feasible, visitors should have an opportunity to perform simple, hands-on tasks themselves, under supervision of an instructor. The chance to perform even a simple, basic task can help give visitors the concept of themselves as potential non-traditional students. Information concerning careers in various vocational fields should be made available to visitors during the open house. Brochures, flyers, and audio-visual materials concerning the services of the special needs program should also be made available to open house visitors.

Guest Speakers

Vocational or special needs program personnel and non-traditional students can often arrange to give presentations to target groups such as junior or senior high school career exploration classes. According to the recent Texas survey (see Section IV), sixty-one percent of responding non-traditional students and seventy-one percent of responding

non-traditional employees believed that such programs would be "very important" in recruiting non-traditional students. Potential students who are non-traditional because of age can often be reached through presentations to church groups, spouses' clubs, women's shelters, and professional or social organizations.

Guest speakers or a panel of speakers can be combined with other resources such as audio-visual presentations and hand-outs to make a truly effective program. The inclusion of non-traditional students as well as staff members in the program will give an opportunity for audience members to see actual role models and obtain information from the student point of view. As well as giving information concerning non-traditional work, students can discuss their own decisions to enter non-traditional training, their career plans, and their own "likes" and "dislikes" about the non-traditional program in which they are enrolled.

Workshops

Workshops concerning career exploration in general or one vocational area in particular are good tools for recruiting non-traditional students. Such workshops may be scheduled for a particular group, such as one of displaced homemakers or prospective re-entry students, or they may be requested by a group of prospective students who are interested in one vocational area. Workshop presenters may include faculty and staff members of the vocational school, current non-traditional students, and guest speakers from local offices and industries. By acting as guest speakers, local employers have an opportunity to become acquainted with the

vocational program as well as with particular barriers which non-traditional students often face in seeking jobs. This can therefore provide a learning experience for them as well as for workshop participants.

A tour of the vocational facilities with opportunities to perform hands-on tasks, see demonstrations, and ask questions should be arranged in conjunction with the workshop. Tours of local factories and offices will further help prospective non-traditional students see actual working conditions, meet role models, and begin to form concepts of themselves as future non-traditional workers. Also, through helping with such tours, personnel at local factories and offices will become increasingly aware of the school's vocational program and the roles which non-traditional students will play in the future work force.

Brown-bag lunches can also be an effective way of holding workshop sessions. These may be especially popular with currently enrolled students who are on-campus during lunchtime and would like to learn more about non-traditional fields. Such lunches can be held in a reserved room of the student center (or outside, in good weather) and can feature speakers from various fields as well as panels of non-traditional students. Joan Barber (1984), Director of the Women's Program at El Centro College, reports that the El Centro Women's Program holds luncheons for displaced homemakers. The lunches, which cost one dollar, are prepared by the program staff and feature inexpensive, highly nutritious food. Workshop sessions concerning personal development and career exploration are conducted during the luncheons

Non-Credit Classes

According to Gauntlett (1984), non-credit classes can be much less threatening to prospective non-traditional students than are credit classes, since no tests are given and no records are kept. After completion of a non-credit course, Gauntlett reports, non-traditional students often feel much more familiar with the campus and more confident of their own skills, so they are then ready to register for credit classes. Non-credit classes also serve as inexpensive ways to explore a non-traditional career and to become acquainted with other beginning students in the field. Gauntlett suggests scheduling non-credit classes to end immediately before the beginning of the regular college semester. During the final class periods, a counselor can be available to talk with the group about upcoming credit classes and to assist interested students with registration processes.

II. RETENTION STRATEGIES

Retention is concerned with the continued support of non-traditional students after they have enrolled in a vocational program. According to Cessie Sanchez (1984), Coordinator/Counselor of the Homemakers' Education/ Employment Re-Entry Program at San Antonio College, retention involves an extension of the support and information-giving services used in recruitment. Additional strategies to use in creating an equitable educational setting are those of increasing faculty and student awareness of equal access issues; using materials and instructional techniques which include non-traditional students; providing role models to assist non-traditional students in learning coping skills; and arranging special support services such as child care assistance, support group meetings, tutoring, and counseling for students who are withdrawing from the program.

Increasing Awareness of Equal Access Issues

Faculty In-Service Sessions

In the recent Texas survey (see Section IV), forty-eight percent of responding non-traditional students indicated that "having training for instructors to help them become aware of problems non-traditional students have" is a "very important" way to help more non-traditional students stay in training. Forty-seven percent of responding instructors and thirty-three percent of responding counselors agreed that this is a "very important" retention tool. Other equal access advocates, such as the National Commission for Employment Policy (1981), University of Houston's

Project EVE (1976), and Pamela Ann Roby (1975), also report that awareness-raising sessions for school personnel are needed.

Many faculty members may feel threatened by equal access issues because of a fear that they may be reprimanded for not filling quotas or be forced into giving non-traditional students special privileges. Reducing this threat is an important part of in-service awareness sessions. Smith (1977) states that sessions should concentrate on discussing attitudes and ways of giving students free, open, informed choices rather than attacking participants with laws and regulations. Moynihan-McCoy (1984) emphasizes the concept that participants should enjoy sessions and feel free to discuss their own biases and needs. Moynihan-McCoy begins sessions by asking participants to name barriers to equal access. Barriers are listed on a blackboard, then ways of eliminating each barrier are discussed. In this way, all participants have an opportunity to share their needs and anxieties at the first of the session, so they will feel less threatened by the new information and ideas which are presented to them.

Faculty members can benefit from the audio-visual presentations and other materials used in recruitment efforts. Consciousness-raising games (discussed in Section I) can also be used to increase instructor awareness of equal access barriers. An activity which is designed specifically for instructor use is the "Sexism Awareness Instrument" developed at the University of Texas (Griffin and Kelly, 1978). In this activity, participants itemize evidence of sexism in a story about "Jane Jones' Homemaking I Class." The items are then discussed within the group, and more equitable ways of handling situations are explored. If packaged

materials are not available, case studies of imaginary non-traditional students can be written and discussed in a small or large group setting during the in-service session.

During in-service sessions, myths concerning non-traditional students should be dispelled by discussing accurate facts and statistics. Such information can be gained from the following sources: the Equal Access Coordinator of the State Education Agency; U.S. Department of Labor, Office of the Secretary; the National Center for Research in Vocational Education; and Regional Education Service Centers. In Texas, the Region II Education Service Center operates a Vocational Resource Center which circulates information and resources concerning sex equity on a free four-week loan basis. (Addresses for the Center and other sources mentioned are given in Appendix A).

According to a study conducted by the University of Houston (Lerner and others, 1976), most counselors and instructors indicated that they felt inadequately prepared to assist non-traditional students. Successful techniques for helping non-traditional students in the classroom or counseling office can therefore be demonstrated in in-service sessions to help prepare counselors and faculty members. Some techniques may be the same as those used with traditional students - such as enforcing consistent work standards and helping students with tasks rather than doing them oneself. Examples of unbiased materials can be shown, and ways of using existent materials can be discussed. Often, specific problems encountered by an instructor or counselor can be brainstormed by the group to find workable solutions.

Increasing Student Awareness

According to Knight (1980), students often need more information concerning sex bias than do instructors. The National Commission for Employment Policy (1981) agrees that students, as well as teachers, often do not know how to respond to non-traditional students.

A positive instructor attitude and inclusion of non-traditional students in instructional materials can greatly help non-traditional students become better accepted by their peers. Materials such as posters and bulletin boards should include members of both sexes as well as different ages and ethnic groups. In this way, students can become accustomed to the idea of non-traditional students and workers in their fields.

Students should be helped to realize that non-traditional students must be responsible for their own work, even if tasks are physically demanding. Well-meaning traditional students may find it easy to "help" non-traditional students by performing tasks for them, but this only serves to limit non-traditional students' abilities as well as enforce stereotyping. In the recent Texas survey (see Section IV), only eighteen percent (seven males and four females) of responding non-traditional students reported that "physical work is harder for non-traditional students." Forty-eight percent of responding non-traditional students indicated that "having less experience and training than traditional students in their field" was a problem for them. A comparison of these percentages indicates that non-traditional students need the experience of performing job tasks themselves rather than having someone else perform the

tasks for them. Such aids as remedial work, physical training, tutoring, and labor-saving tools are more helpful to non-traditional students than allowing their tasks to be performed by others.

Using Materials and Instructional Techniques Which Include Non-Traditional Students

The inclusion of non-traditional students in instructional materials is important in helping such students to form self-concepts and feel that their occupational goals are valid. Ideally, all textbooks should include non-traditional students in illustrations and use generic pronouns. If such texts are unavailable, instructors and counselors can augment available ones with audio-visual presentations, bulletin boards, and hand-outs in which non-traditional students and workers are depicted. Stereotyping in traditional textbooks can also be pointed out to the students and used for initiating a discussion of the limitations and inaccuracies of such stereotyping.

Instructional materials may also need to be augmented for students with low English proficiency. Denniston and others (1980) suggest providing outlines or guides in simplified English or in the student's native language. Guides or outlines are especially important in teaching basic safety and equipment-handling procedures. Visual demonstrations or materials can also be helpful in supplementing written materials (Denniston and others, 1980). Phelps (1982) suggests that students with low English proficiency be tested by performance examinations rather than by written tests. In this way, instructors can accurately determine the student's

ability to follow instructions and perform tasks without scores being affected by reading ability.

According to Denniston and others (1980), instructors can also help LEP students by limiting their classroom lecture time and adhering to the following guidelines when they do find it necessary to lecture: (1) use simple English and short sentences; (2) use consistent terminology; (3) speak clearly and more slowly than usual; and (4) when questioning LEP students, begin with "yes/no" questions, then proceed to "what/where/when/why" questions. Following these guidelines can also be helpful to students who are non-traditional because of hearing impairments.

Role Models

Studies, such as those by Knight (1980), Southern Illinois University (1980), Stern and Gathercoal (1984), and Haring and Beyard-Tyler (1984), indicate that role models are a very important factor in the success of non-traditional students. As well as giving factual information and suggestions to non-traditional students, role models help them form concepts of themselves as students and workers.

Barber (1984) suggests maintaining a file of non-traditional professional personnel who have participated in career planning workshops and are willing to act as role models for non-traditional students. These role models can serve as guest speakers, panel members, and resources persons. According to Haring and Beyard-Tyler (1984), non-traditional students should also go into the community and observe role models in the workplace. Haring and Beyard-Tyler further report that role models can

raise the self-efficacy levels of non-traditional students by persuading them that they can perform the tasks required in the occupation in which they are interested. Role models can also suggest ways of dealing with inter-personal problems and family concerns which may develop as non-traditional students enter the educational and employment settings.

For women who are entering non-traditional training, Roby (1975) suggests the use of a "big sister" team approach. In this approach, girls who are entering non-traditional training are assisted by an older girl who has been enrolled in the program for a semester or more. Such an approach can also be used for other types of non-traditional students, by pairing or grouping them with appropriate role models within the vocational program.

If few role models are available in the school or community, Smith and others (1977) suggest showing role models through audio-visual presentations, stories, and classroom materials. The use of these materials may not be as effective as the use of local role models; however, the materials can serve to assist non-traditional students in forming their own self-concepts and seeing that the program in which they are interested is a realistic, acceptable choice for them.

Special Support Services

Child Care Services

In the recent Texas survey (see Section IV), thirty-seven percent of responding non-traditional students indicated that "providing child care services for students' children during class time" would be a "very important" way to help students stay in non-traditional training. An

additional twenty-nine percent indicated that child care would be "somewhat important," and approximately thirty-two percent indicated that it would be "not very important." Sixty-five percent of the students who indicated that child care would be "very important" were males; this figure implies that child care is not only a concern for female students, as traditionalists may think, but affects male students as well.

Providing child care for students is a problem which is often cited by Texas special needs personnel. Licensing, insurance regulations, and lack of adequate space are barriers to many special needs programs in setting up their own child care facilities. According to a study by the American Association of Community and Junior Colleges (Friedman, 1979), few colleges operate campus-wide child care facilities. Even if campus-wide facilities are available, they are often limited to certain hours or ages of children.

If adequate on-campus child care facilities do not exist, conducting a campus-wide survey to determine the need for such services is an essential step in their establishment. Faculty and staff members, as well as students, can be surveyed by mail, class and office hand-outs, or telephone in order to determine the following: (1) need for child care services; (2) components and hours needed; and (3) amount of fees which users would be willing to pay for the services (Bravy and Sedlacek, 1976). Of course, many additional community members who do not presently attend the institution may be able to enroll in classes if child care facilities are provided; this factor must be considered along with the survey data gathered from on-campus personnel. If survey results and community interest indicate a strong need for child care facilities, a plan of action

can then be developed and presented to the institution's administrators and Board of Trustees. According to Tincher (1974), institutional involvement in child care facilities can be at any of the following levels: (1) maximum responsibility, in which the institution is responsible for building, staffing, and operating the facilities; (2) indirect responsibility, in which the institute is responsible for building (or renovating) the facilities, then rents them to a private proprietor; and (3) no involvement, in which the institution merely facilitates private proprietors by allowing them to give information and register parents on campus. More information concerning the creation of child care facilities on campus can be obtained from the American Association of Community and Junior Colleges (Friedman, 1979).

If providing on-campus child care is determined to be impractical, members of the special needs staff can conduct research in order to provide non-traditional students with a list of local child care centers which charge relative low prices for high-quality care.

Support Groups

In the recent Texas survey (see Section IV), twenty-seven percent of responding non-traditional students, eighteen percent of responding instructors, and eight percent of responding counselors indicated that support groups would be "very important" in retaining non-traditional students. While many other respondents indicated that such groups would be "somewhat important" in retention of non-traditional students, others indicated a belief that such groups would serve only to set non-traditional

students apart and reinforce differences between traditional and non-traditional students. This may be especially true if support group activities are arranged during class hours or are used to give special privileges or attention to non-traditional students.

Clubs and support groups can be good settings for non-traditional students to discuss ways of dealing with problems which arise in their training. Institutional barriers, such as instructor bias or lack of physical facilities for handicapped students, can often be handled by such a group more effectively than by individual efforts. Mutual psychological support for members is another advantage of such a group. Non-traditional students may have little support from family members and need the understanding and sharing that comes from a special support group. Displaced homemakers in particular are in a time of transition and often need a special support group to help them organize their new lives.

In addition to scheduled meetings, support groups can also sponsor activities such as factory tours to explore job options, newsletters for members and other persons interested in equal access, brown bag lunches, and workshops. Workshops can be particularly helpful to re-entry adult students who need assistance with job seeking, career exploration, time management, and single parenting skills.

Tutoring and Remedial Work

The use of peer tutors for help with remedial work can assist special needs students in developing social and personal skills as well as class-related skills. Peer tutoring also tends to improve the self-esteem

and attitude of the tutors themselves (Asselin and Vasa, 1981).

Mulcahy (1981) lists the following qualities as being essential for peer tutors: strong academic (and/or vocational) skills in the appropriate area; a good attitude towards school; good study habits; a positive self-concept; flexibility and sensitivity; a sincere interest in working with other students; the ability to establish open, caring relationships; the ability to keep progress reports; and the communication skills necessary to work with instructors and counselors. In addition to having these qualities, tutors should be required to attend special training sessions before tutoring begins. According to Asselin and Vasa (1981), this training should be approximately eight hours in length and include the following topics: school policies; program procedures; location of instructional materials; use of any necessary audio-visual equipment; development of rapport with pupils; alternate methods of instruction (including any methods of instruction which may help students with particular types of handicaps); reinforcement of learning; use of a lesson plan; and appropriate methods of observing and recording student progress.

Tutors should be required to keep logs concerning the progress of their pupils and to consult on a regular basis with the class instructors. In these ways, tutors can give input into the design of the program and recommend changes for the program as well as report on pupil progress (Asselin and Vasa, 1981).

Counseling for Students Who Are Withdrawing From the Program

A non-traditional student's reasons for dropping out of school should be determined before assuming that the withdrawal is due to failure on the part of the student or the instructor. According to Gauntlett (1984), early withdrawal from a program can be a positive sign if students leave because their needs have been met. Guenzel (1984) adds that students are often forced to drop out and take immediate jobs due to financial reasons, although they are still interested in resuming their studies after the financial situation has eased. Instructors should stay in contact with these students, according to Guenzel, in order to help them determine their continuing needs and, if feasible, help them eventually re-enroll in the program.

Other reasons for early withdrawal from a program, such as lack of motivation, failure to keep up with studies, or child care difficulties, should also be determined. Alternate solutions or assistance programs may be available to students. Even if no appropriate solutions are available, counseling withdrawing students can help them form plans for the future and can also help the institution in planning for future non-traditional students who may face similar problems.

III. PLACEMENT STRATEGIES

Placement of non-traditional students into appropriate jobs may be more challenging than placement of traditional students. Employers are often unfamiliar and uneasy with the concept of hiring non-traditional workers and may need help in separating myths from realities. Non-traditional students themselves often need help in learning appropriate behavior and responses for job interviews as well as coping mechanisms for use in the workplace. Support is often needed after employment begins in order to smooth the transition process and gain input to use in directing future placement efforts. Three essential parts of job placement, therefore, are job development, preparation of students, and follow-up contacts. Vocational counselors, instructors, employers, and role models must work together in these areas to help non-traditional students become successful, satisfied employees.

Job Development

Establishing Good Relationships with Employers

An important part of job development is that of establishing good working relationships with local employers. This involves having regular personal contact with employers; public speaking to professional, social, and religious organizations in the community; and inviting local employers to act as speakers and panel members for student programs. According to the U.S. Department of Labor Women's Bureau (1978,a), members of the vocational school's advisory committee can be valuable in developing

strategies to reach other employers and helping interest colleagues in equal access issues.

Sharing Information with Employers

The U.S. Department of Labor Women's Bureau (1978,a) suggests developing Employer Fact Sheets to record data concerning local employers. According to the Bureau, information on each sheet should include the following: contact information for the employer; entry level positions and the qualifications required to fill them; hiring practices; benefits to employees; and equal opportunity and affirmative action responsibilities. Contacts and placements with the employer should also be noted on the Fact Sheet. Special note should be made of any benefits or concerns which might particularly affect non-traditional students. Availability of child care facilities, for instance, could be noted as a potential benefit for displaced homemakers; on the other hand, an employer's anxieties concerning non-traditional workers could also be noted as an area in which to direct special consciousness-raising efforts.

Winstead (1981) suggests producing a brochure on the placement services of the vocational school or special needs program. This brochure can list the services, such as screening of applicants and follow-up procedures, which the school or program provides in placing its students. Brochures can then be sent to employers in the area to advertise the school as a source of new employees.

Winstead (1981) also recommends producing "Student Resume Booklets" which can serve as directories for employers who are seeking new employees.

The booklets can be developed periodically to briefly list names, qualifications, and job objectives of students who are ready for placement. The booklets can then be sent to employers with a note welcoming job orders and giving contact information for the institution or special needs program.

To help non-traditional students learn about job opportunities, Joan King (1983), former Director of the Opportunity Center for Redirected Homemakers at Central Texas College, suggests keeping a looseleaf notebook which lists current job openings in the local area. The notebook can be kept in the special needs office and made available to students who are seeking jobs. Information concerning job openings can also be given on a special "Job Opportunities" bulletin board in or near the special needs office.

To further assist students, a notebook which lists the names of job-seeking non-traditional students, their vocational fields, and occupational goals can be kept in the special needs office. By using this notebook, special needs staff members can inform non-traditional students of job openings for which they may wish to apply. In a displaced homemakers program or other program in which privacy must be protected, King (1983) suggests listing students by code numbers rather than by names. The code numbers can then be cross-referenced with a corresponding list of names which is kept in a secure location.

Holding Employer Workshops

The Department of Labor Women's Bureau (1978,b) suggests holding workshop for local employers concerning the topic of hiring non-traditional workers. Invitations to the workshop should be sent to all employers and/or hiring personnel at local businesses. Such workshops can include consciousness-raising sessions, in which myths and stereotypes are discussed; information on resources for employers; a discussion of the advantages of using equal opportunity practices; discussions of barriers which employers may face in hiring non-traditional workers and ways in which these barriers may be removed; information on training and placement services offered by the institution. During the workshop, interested employers can fill out fact sheets concerning their companies and have an opportunity to meet non-traditional students who are seeking jobs.

As in faculty in-service sessions, care must be taken to ensure that employer workshops are enjoyable and helpful rather than threatening and demanding. Employers must feel comfortable in discussing their fears and concerns. They must also feel confident that they will receive honest, realistic, helpful information concerning the hiring of non-traditional students and the use of equal opportunity practices.

Student Preparation

Preparation for Job-Seeking

Non-traditional students who seek jobs often face biases which are not experienced by traditional students. Preparation for coping with these biases can greatly increase non-traditional students' chances of finding jobs.

Rehearsing and role-playing can help non-traditional students in preparing for job interviews. "Interviewers" should confront students with questions which they can expect in actual interviews and assist them in developing assertive, appropriate responses. Role-reversal, in which job-seeking students change places with "interviewers" can help students to understand employers' concerns and anxieties. Such rehearsals and role-playing can be held in private counseling sessions or in group preparation sessions, in which all job-seeking students can share the learning experience.

Non-traditional students must often be very determined and patient in their job-seeking efforts. In applying to work with a construction crew, for instance, Riley and Guenzel (1984) report that non-traditional women must often return to the job site, dressed for work, for several days before a substitute worker is finally needed. Some employers may even deliberately try to discourage or intimidate non-traditional applicants in order to test their motivation and determination levels. Special needs counselors must help non-traditional students to prepare for rejections without giving up. Guenzel (1984) further suggests using the technique of

telling students to assume they will receive "ninety-nine no's before receiving one yes" to keep students from giving up too quickly. With this method, reports Guenzel, students see a rejection as being merely one more no to cross off and therefore bring them closer to the desired yes.

Non-traditional students should also be helped to learn how to dress properly for job interviews. Most standard books on job-seeking do not include information for women who are seeking mechanics' jobs or displaced homemakers who lack funds to buy new clothes. Role models or hiring personnel from various job areas can be consulted to determine appropriate dress for non-traditional job-seekers.

Preparation for Job Retention

Learning coping mechanisms to use after employment begins can be very helpful to non-traditional students. In the recent Texas survey (see Section IV), forty-three percent of non-traditional workers indicated that their supervisors did not initially accept them, and thirty-six percent indicated that co-workers of the other sex did not initially accept them. Additionally, forty-three percent of non-traditional employees and forty percent of employers indicated that non-traditional employees would benefit from assertiveness training. These responses suggest that many non-traditional workers do need special training in assertiveness and appropriate coping mechanisms to use in dealing with inter-personal problems on the job.

According to Guenzel (1984), non-traditional students should understand that all new employees are likely to undergo "initiation rites" and should

handle practical jokes with humor and assertiveness rather than with anger or over-passivity. Riley (1984) states that non-traditional students should also learn to not "set themselves up" for personal problems by car-pooling or drinking with co-workers of the opposite sex. Even if such actions are innocent, explains Riley, problems often develop with jealous spouses in these situations.

Holding job re-entry workshops can be an effective strategy to use in sharing information and ideas on assertiveness and coping mechanisms. Displaced homemakers, in particular, can often benefit from such workshops since they have often worked alone in their homes for many years and do not know the customs and routines of the work-place (Andre, 1981, p. 202). Role models, such as former displaced homemakers or non-traditional students who are now employed, can be especially helpful in assisting workshop participants in learning about realistic work expectations and successful coping methods.

Follow-Up Procedures

The major purpose of follow-up contacts is to give continued support to non-traditional students as they move into the work world. According to Riley (1984), the availability of the special needs counselor to help with initial problems can be crucial to newly-employed non-traditional students. The objective of such assistance is not to increase dependence on the counselor, but to help students adjust to work situations and form new support groups within the workplace.

Unless special problems arise, Georgetta Mitchell (1982), Director of

the Women Work for Work Program, suggests that routine follow-up contacts be made by mail or telephone at intervals of one week, thirty days, and sixty days after employment begins. Employers can also be consulted for feedback at these intervals. In this way, employers can often be helped to gain insight and skills to use with non-traditional students at the same time they are giving input into the program.

Another purpose of follow-up contacts is to gain information concerning job retention rates and post-employment problems of non-traditional students. This information can be used in evaluating the program's effectiveness and in helping prepare current non-traditional students for the work world.

Former non-traditional students can be valuable role models for current students as well as being sources of assistance in updating program direction. Dr. Marylea Henderson (1984), Director of the McLennan Community College Displaced Homemaker Program, asks clients to make a commitment to help others in need once they themselves have begun to feel better. Such former clients (or non-traditional students) can be vital as role models and peer counselors since they themselves have experienced the feelings and problems which current clients or students are undergoing.

According to Michele Gilmour (1984), former Director of the Amarillo College Displaced Homemaker Program, non-traditional students who have completed training are used as mentors for current students. Students are assigned to follow their mentors through a workday and write down their feelings about their experiences. According to Gilmour, many former non-traditional students also volunteer to advocate the displaced homemaker

program at local or statewide workshops. If students do not wish to make a personal presentation, they may tape record their success stories to be played for various workshop groups. Such personal testimonials of a program's success can often be a more effective way of advocating the program than are facts and statistics.

Sanchez (1984) suggests holding reunions for former non-traditional students so that they may share their experiences in the workplace. During such reunions, they may also discuss ways of helping current non-traditional students or organize a volunteer group to act as mentors, role models, and/or workshop presenters for the program.

IV. STATEWIDE EQUAL ACCESS SURVEY

Description of the Survey

Definition of the Term "Non-Traditional"

For the purpose of this survey, a "non-traditional" occupational field for men is one in which no more than twenty percent of employees and students are men; likewise, a "non-traditional" occupational field for women is one in which no more than twenty percent of employees and students are women. This definition is used by the U.S. Department of Labor and the majority of other agencies which have studied non-traditional occupations.

Specific occupational fields which fall into the category of non-traditional were determined through the study of a chart published by the U.S. Department of Labor (Kane, 1976) which indicates the percentages of men and women employed in various occupational fields.

Purpose of the Survey

The purpose of the Equal Access Survey was to gather information concerning the experiences and opinions of post-secondary vocational instructors, counselors, and non-traditional students, and non-traditional employees and their employers throughout the state of Texas. The survey focused upon the following areas: persons who have influenced non-traditional students in their career decisions; ways in which vocational schools can successfully recruit and retain non-traditional students; problems which non-traditional students and employees may have and ways in which vocational schools can help non-traditional students

prepare for the work-world; and ways in which vocational schools can successfully place non-traditional students in job sites. It is believed that through studying the opinions and experiences of persons who are actually involved in non-traditional education and/or employment, realistic ways for vocational schools to better recruit, retain, and place non-traditional students can be determined.

Development of Survey Forms

The survey forms for vocational counselors, instructors, students, employers, and employees were developed from a review of similar surveys which have been conducted by various agencies throughout the United States. Relevant questions from these model surveys were selected and adapted to focus upon the recruitment, retention, and placement of current non-traditional vocational students in Texas post-secondary schools. Input concerning the survey forms was also given by the Texas Education Agency.

Brief letters of introduction were attached to the survey forms to explain the term "non-traditional" and describe the purpose of the project. The due date for returning survey forms and the address for their return were also included in these letters.

Determination of Participants for the Survey

Vocational Instructors, Students, and Counselors

Schools which were included in the survey were those post-secondary institutions in the state of Texas which receive state funding in the two areas of displaced homemaker assistance and support services for non-traditional students. The following schools receive funding in these two areas and were therefore included in the survey: Cooke County Community College, Gainesville; Dallas County Community College District, Dallas; El Paso Community College District, El Paso; Frank Phillips College, Borger; Grayson County College, Denison; Laredo Junior College, Laredo; San Jacinto Community College System, Houston; Texas State Technical Institutes, Amarillo, Harlingen, Sweetwater, and Waco; and Wharton County College, Wharton. The use of these nine schools in the survey ensured a good geographical balance of participants as well as a high interest in non-traditional vocational education.

After selection of schools was completed, the U.S. Department of Labor chart of non-traditional occupational fields was used to determine the specific instructors to be included in the instructor survey. A list of course offerings available at each school was obtained from the Texas Education Agency's current Information Guide to Occupational-Technical Programs in Post-Secondary Institutions in Texas. Chairpersons of those vocational programs which the Department of Labor lists as being non-traditional for men or for women were selected for inclusion in the survey. These specific programs are in the three basic male

non-traditional areas of secretarial occupations, nursing, and home economics, and the three basic female non-traditional areas of agriculture (excluding horticulture and floristry), industry, and technology. A total of one hundred fifteen department chairpersons were selected for inclusion in the instructor survey. Each chairperson also received five student survey forms with a request to have them completed by non-traditional students (if any) in the chairperson's current classes. (Student survey forms could be photocopied by the chairperson if more than five copies were needed.) In this manner, a total of five hundred seventy-five student surveys were distributed.

Vocational counselors from each of the nine selected colleges (or college districts) received counselor survey forms. A total of thirty-seven counselors were included in the survey.

Employers and Employees

Rather than randomly selecting employers and non-traditional employees for participation in the survey, it was decided that the return rate for the survey would be increased through a linkage with an established project. Employers and employees to be included in the survey were, therefore, selected with the assistance of Casey Riley, Coordinator of the Texas A & M "Highway Construction for Women" Project and member of the Equal Access Project Advisory Committee. Riley submitted names of thirty-three women who have completed training in the non-traditional area of highway construction and are currently working in this field. Names and addresses of ten highway construction companies which currently employ workers in non-traditional jobs throughout Texas were also submitted.

Results of the Survey

Demographic Data Concerning Survey Participants

Students

Sixty-three students responded to the Equal Access Survey. Twenty-nine of the students were females in the following traditionally-male fields: air conditioning mechanics (2); electronic technology (4); building construction (1); television and radio repair (1); drafting (4); machine shop technology (1); agricultural and industrial equipment mechanics (1); aeronautics/career pilot (5); law enforcement (4); and engineering (6). Thirty-four were male students in the following traditionally-female fields: cosmetology (9); nursing (22); and child care (3). Students have been attending classes in their particular fields of study for time periods ranging from one month to three years. Approximately eighty-four percent (fifty-four) of the students stated that they definitely plan to seek jobs in their current fields of study. No students stated that they definitely do not plan to seek a job in their current fields of study.

Instructors

Of the thirty-two instructors who responded to the survey, twenty-one were males, ten were females, and one did not specify sex. The length of time they had spent in the teaching field ranged from three months to twenty-three years. The number of non-traditional students they reported as being currently enrolled in their classes ranged from zero to fifty.

Counselors

Ten male counselors and two female counselors responded to the survey. The length of time they had spent in the counseling field ranged from one and one-third years to sixteen years. They reported that two to fifteen non-traditional students come to them for counseling on a regular basis.

Employees

All fourteen of the employees who responded to the survey were females who had completed training with the Texas A&M Highway Construction for Women Program. They are employed in the following occupations: construction (8); painting (1); electrical technology (1); carpentry (3); and truck driving (1). Twelve of the fourteen respondents indicated that they plan to continue working in the same occupational field. One employee indicated that she wishes to change from construction to truck driving; one employee did not specify the career to which she wishes to change.

Employers

Five employers responded to the survey. All were males who hold managerial positions in Texas construction companies. They reported that they supervise from two to nine non-traditional employees. The male non-traditional employees are in the fields of nursing (1) and keypunch (1). The female non-traditional employees are in the fields of general labor (5); equipment operation (5); carpentry (3); mechanics (1); truck driving (1); welding (1); and pipefitting (1).

Summary of Short-Response Content

Recruitment

The majority of non-traditional students (91%) and employees (78%) who participated in the survey indicated that "abilities and interest" in a particular field had been the most influential factor in their career choices. "Expected number of job openings" and "anticipated high salary levels" ranked second and third, respectively. Furthermore, in estimating the relative importance of various factors in recruiting future students for non-traditional training, seventy-two percent of students (as well as sixty-eight percent of instructors) ranked "giving information concerning salary levels of non-traditional fields" was seen by most students as being only "somewhat important." Content of work was, therefore, seen as being generally more important in making career decisions than were high salary, good benefits, or frequency of job openings.

According to fifty-six percent of instructors and sixty-six percent of counselors, students themselves tend to initiate the idea of entering non-traditional training. Few respondents believed that any other person (such as a vocational counselor, parent, instructor, or role model) usually initiates students' occupational decisions.

In answer to the question, "Who influenced you in making your occupational choice?" Many non-traditional students and employees indicated the following persons: "other students in the field" (59%); "college instructors" (58%); "a friend working in the field" (57%); "other family members" (57%); and "mothers" (51%). Forty-three percent of

students and employees indicated "fathers" as having been influential in their career decisions; thirty-four percent indicated "college counselors"; and twenty-two percent indicated "husband/wife." High school counselors and instructors seemed to be the least influential persons in the decision-making process. Only seventeen percent of students and employees indicated that "high school instructors" had been influential in their career decisions, and twelve percent indicated that "high school counselors" had been influential. As well as being the least influential, high school counselors and instructors seemed to be the persons who are most likely to discourage students from entering non-traditional training. Of the students and employees who indicated that high school counselors had influenced their career decisions, fifty-six percent reported that their counselors had discouraged them from entering non-traditional training. Thirty-eight percent of the students and employees who indicated that high school instructors had influenced their career decisions reported that the instructors had discouraged them from entering the training. The most encouraging persons who influenced students in their decisions to enter non-traditional training were "friends working in the field" (98% were encouraging); "other students in the field" (83% were encouraging); and (for married students and employees) "husbands/wives" (94%, or sixteen out of seventeen, were encouraging).

Of the various career counseling techniques listed on the survey form, "individual counseling" seemed to be the most influential. Twenty-six percent of students indicated that it had been "very important" in their career decisions. Fifty-nine percent of instructors and twenty-five

percent of counselors agreed that it is "very important" in influencing students' career choices. "Tour of work place" was seen by nineteen percent of students as being "very important" in their career choices. "Vocational tests" were seen as being "very important" by sixteen percent of students, twenty-eight percent of instructors, and eight percent of counselors. "Group counseling" and "career days" were indicated as being "very important" by ten percent of students. Twenty-two percent of instructors and seventeen percent of counselors indicated that "group counseling" was "very important." Twenty-eight percent of instructors and eight percent of counselors indicated that "career days" were "very important" in students' career decisions. "Guest speakers" were seen as being "very important" tools in career decision-making by fifty-three percent of instructors and twenty-five percent of counselors.

Retention

In answer to the question, "What problems have you had as a student in a non-traditional field?" Forty-eight percent of students indicated that they had had less training and experience in their fields than students of the other sex. Twenty-seven percent of instructors and fifty-eight percent of vocational counselors agreed that the lack of background experience and training is a problem for non-traditional students. Although one hundred percent of employers reported that their non-traditional employees have trouble with physical aspects of the job, only eighteen percent of students and twenty-one percent of employees indicated that physical work is more difficult for them than it is for

students/employees of the other sex. Furthermore, seven of the eleven students who reported that "physical work is harder for non-traditional students" were males who were enrolled in cosmetology and nursing programs. "Acceptance by students of the other sex" was cited as a problem by fourteen percent of students, and "instructor adjustment to non-traditional students" was seen as a problem by eight percent of students.

"Having training for instructors to help them become aware of problems non-traditional students have" was indicated by forty-eight percent of students as being a "very important" way to help more students stay in non-traditional training. Forty-seven percent of instructors and thirty-three percent of counselors also indicated that this type of training would be "very important" in retention of non-traditional students. Twenty-seven percent of students, eighteen percent of instructors, and eight percent of counselors indicated that "having a special club or group counseling for non-traditional students" would be a "very important" retention tool. Student opinions were divided as to importance of "providing child care for students' children during class time." Thirty-eight percent indicated that it would be "very important" in retaining non-traditional students; twenty-nine percent indicated that it would be "somewhat important"; and thirty-two percent indicated that it would be "not very important." Of those who indicated that child care would be a "very important" factor in retaining non-traditional students, sixty-five percent were male and thirty-five percent were female.

Placement

Sixty-seven percent of the instructors and counselors who responded to the survey reported that their schools provide counseling services to help non-traditional students in finding employment. Seventy-one percent reported that they provide counseling services to help students in job interviews. Forty-six percent indicated that they provide counseling services to "help students deal with barriers non-traditional workers face." Thirty-two percent provide "follow-up services to assist students in adjustment to the work world." Twenty-eight percent reported that they attempt to introduce students to "role models in their new job environment." Only fourteen percent reported that they attempt "placement of at least two non-traditional workers with the same employer" in order to ease the isolation experience by many new non-traditional employees.

One hundred percent of employers who responded to the survey indicated that vocational school personnel should help non-traditional students to "see a more realistic picture of working conditions" in their future jobs. Forty percent of employers indicated that "assertiveness training to help deal with inter-personal problems" would be "very important" in helping non-traditional employees. Only twenty percent of employers indicated that vocational schools should give non-traditional students "more actual skills training." In responding to the same entries, eighty-six percent of non-traditional employees agreed that helping non-traditional students to "see a more realistic picture of working conditions" would be "very important." Forty-three percent of employees agreed that assertiveness training would be "very important," and seventy-eight percent believed that

giving non-traditional students "more actual skills training" would be "very important."

In answer to a question concerning problems facing non-traditional employees, forty-three percent of the employees indicated that they had had problems "convincing the employer I could do the work" and "being accepted by supervisors." Thirty-six percent reported having problems "being accepted by co-workers."

Summary of Responses to Open-Ended Questions

Non-traditional students and employees were generally very enthusiastic about their occupational fields and were encouraging towards new non-traditional students and employees. In answer to the questions, "What advice would you give to new students (or employees) entering non-traditional training (or fields)?" Most respondents gave comments such as the following:

"To stay in there before they give up. It pays in the long run."

"To have faith and confidence in themselves, and to go for it, if that's what they think they want to do. You don't know until you try it."

"Learn to ignore the non-traditional role society has placed on a given field. As long as it meets your personal desires, go ahead."

"Do not get discouraged by remarks you may get from some people."

"If your heart desires something, go after it - don't let society hold you back from goals due to judgments."

"Be brave! Don't quit! And don't let anyone tell you you can't do something because it's never been done by your kind of person before."

"Good luck. Don't worry about stereotypes."

"If you like it, go for it."

Vocational instructors, counselors, and employers who responded to the open-ended questions were generally very supportive of non-traditional students and employees. Typical comments from them were the following:

"Ignore the detractors and traditionalist remarks. Think about the benefits of work - satisfaction, self-esteem, other-esteem, and pay-material comforts. Sense of well-being, feeling of destiny-control."

"An individual and his/her attitude and professionality are the key to individual success."

"I have not experienced any problems. In fact, the student is better qualified than most traditional students."

"Inform (non-traditional students) of possible resistance from some fellow students and teachers, but not to cave in and they will gain the respect they deserve."

In answer to the question, "What do you like most about your job?' Fifty percent of non-traditional employees replied that "outdoor work" and "freedom from a boss looking over your shoulder" were large factors in

their level of job satisfaction. Factors which were cited as being "least liked" about non-traditional jobs were problems such as "insecurity due to possible lay-offs" and "long hours and being separated from my children" which are also present in many traditional jobs.

Replicating the Survey

The statewide survey can be replicated within a particular institution in order to focus upon local needs and barriers. Instructor/counselor forms can be sent to department chairpersons and vocational counselors within the institution. Additionally, department chairpersons can be sent five or more student forms to disseminate to non-traditional students in their departments. Members of the institution's advisory committee or local employers who hire a large number of non-traditional students can be contracted to participate in the employer portion of the survey. Former students of the institution who are now employed in non-traditional occupations can serve as participants in the employee portion. Dissemination of forms should occur at a convenient time for participants - not, for instance, immediately before examinations or Christmas vacation.

After survey results have been gathered and tallied, current, relevant literature and professional special needs personnel can be consulted to help determine implications of the results and plan appropriate action within the institution. If desired, a special committee, made up of special needs personnel, instructors, staff members, and non-traditional students within the institution, can be appointed to study survey results and plan appropriate action. Results of the survey can also serve as guidelines to use in adapting equal access sources for local use.

EXPLANATION OF TABLES

The following tables present the data collected in the Texas Statewide Survey. The tables are copies of the actual survey forms, indicating the percentage of responses to each item. (Percentages do not always equal one hundred since a few respondents omitted some items or responded to more than on item in a category.) "Other" responses in each category are also indicated by summarization or direct quotation along with the number of respondents giving that particular response.

The number (N) of respondents in each survey is indicated below the title of the survey.

TABLE 1

Student Questionnaire

N = 63

1. **Please give the following information about yourself:**

   a. 54% **Male** 46% **Female**

   b. **In what vocational program (welding, office occupations, etc.) are you enrolled?**

   (Refer to page 50 for summary of responses to 1-b through 1-d.)

   c. **How long have you been in this vocational program?** _____

   d. **What job do you hope to obtain after leaving the program?** _____

_____

In answering questions two through five, please use the following code:

1 = Very Important

2 = Somewhat Important

3 = Not Important

(Note: Each response may be used more than once.)

2. **How important were each of the following in your decision to enter a non-traditional training program?**

1	2	3	
40%	46%	14%	I can make a high income in this field.
91%	8%	0%	I have abilities and interests in this field.
59%	29%	5%	This field has many job openings.
32%	18%	40%	I had been working in this field and wanted to improve my skills.
11%	0%	0%	Other (Please state) 5 - interest and desire to work in field; 1 - convenience of program and job openings; 1 - computer skills will enhance qualifications for job in electronics.

3. **How important were each of the following in influencing your career choice?**

1	2	3		1	2	3	
26%	24%	49%	Individual counseling	10%	11%	64%	Career day
10%	16%	58%	Group counseling (or workshop on careers)	19%	14%	51%	Tour of work-place
16%	21%	46%	Vocational tests	26%	2%	2%	Other (Please state) 6 - own interest; 5 - friend/family member; 4 - job experience; 2 - job requirement; 1 - want ads; 1 - movie.

4. How important do you think the following would be in recruiting more students for training in your field?

1	2	3	
38%	46%	13%	Tell them about the high salary and benefits of this field.
72%	18%	6%	Tell them about what kind of work is done in this field.
42%	30%	6%	Give them more vocational tests to help them find out what their interests and abilities are.
61%	28%	8%	Give programs in high schools to tell students about non-traditional fields.
13%	0%	0%	Other (Please state) 1 - class tours of worksites; 1 - more student-work in field; 1 - more guest speakers from field; 1 - "media"; 1 - inform students of job availabilies; 1 - dispel stereotypes.

5. How important do you think the following would be in helping students stay in non-traditional job training?

1	2	3	
27%	46%	21%	Have a special club or group counseling for non-traditional students.
48%	37%	11%	Have training for instructors to help them become more aware of problems non-traditional students may have.
37%	29%	32%	Provide child care services for students' children during class time.
3%	0%	0%	Other (Please state) 1 - "Go to schools and tell about this field and what all you can do"; 1 - "Don't emphasize the uniqueness so much, as it calls unwanted attention."

6. Who influenced you in making your career choice?
(Please use the following code: + = Encouraged me; - = Discouraged me; 0 = Had no influence on me)

+	-	0		+	-	0	
6%	5%	83%	High school counselor	45%	8%	42%	Mother
13%	5%	77%	High school instructor	34%	10%	51%	Father
24%	3%	69%	College counselor	50%	8%	35%	Other family member
50%	3%	45%	College instructor	56%	2%	32%	A friend who is working in this field
22%	2%	62%	Husband/Wife	19%	0%	13%	Other (Please state) 4 - self; 2 - employer; 2 - friends; 1 - brother; 1 - grandparents; 1 - job ad; 1 - career placement tests; 1 - management personnel.
61%	2%	27%	Other students in this field				

7. **What problems have you had in being a student in a non-traditional field? (Please check any that apply.)**

__14%__ **Students of the other sex didn't accept me at first.**

__8%__ **Instructors had difficulty adjusting to my being in class.**

__18%__ **Physical work is harder for me than for students of the other sex.**

__48%__ **I had less experience and training in this field than most students of the other sex.**

__14%__ **Other (Please state)** 3 - no problems; 2 - personal problems unrelated to field: 1 - "A feeling of being out of place"; 1 (nursing student) - "Patients are hesitant in letting a man take care of them."

8. **What advice would you give to new students entering non-traditional training?**

Most answers were similar to the following:

"Learn to ignore the non-traditional role society has placed on a given field. As long as it meets your personal desires, go ahead."

"Do not get discouraged by the remarks you may get from some people."

"If your heart desires something, go after it - don't let society hold you back from goals due to judgments."

9. **Please add any other comments you may have.**

Most answers were similar to the following:

"When I first started I wasn't sure about the course, but that has changed. I enjoy it and see a good future to come."

"If you really enjoy something, you can endure anything."

"No matter what career you have, give your 100% at all times!"

"I believe this questionnaire is very important - and hope there is something done to help."

THANK YOU FOR YOUR ASSISTANCE!

TABLE 2

Counselor and Instructor Questionnaire

Instructors N = 32

1. **Please give the following information about yourself:**

   a. 66% **Male** b. 31% **Female** (3% - no response)

   b. **In what vocational program (welding, office occupations, etc.) do you teach? (If you are a counselor, please write "counselor.")**

   (Refer to page 50 for a summary of responses to 1-b through 1-d.)

   c. **How long have you been teaching in this field (or been employed as a vocational counselor)?**

   _____

   d. **Approximately how many non-traditional students do you presently have in your classes (or counsel regularly)?**

   _____

2. **In your experience, who usually initiates the idea of non-traditional training to a student? (Please check one only.)**

3%	Instructor	16%	Other students in non-traditional training
3%	Vocational counselor	3%	An acquaintance (role model) who is working in a non-traditional field
3%	Parents	0%	Other (Please state) _____
56%	The student him/herself		_____

3. **What do you think is the greatest problem non-traditional students have? (Please check one only.)**

   6% **Students of the other don't accept them.**

   6% **Instructors have difficulty adjusting to the non-traditional student's being in class.**

   12% **Physical work is harder for non-traditional students.**

   27% **Nor-traditional students have had less experience and training in their field than students of the other sex.**

   27% **Other (Please state)** 4 - no problems; 1 - lack of comradeship; 2 - personal problems; 1 - sexist emphasis in society.

In answering questions four through six, please use the following code:

1 = Very Important

2 = Somewhat Important

3 = Not Important

(Note: Each response may be used more than once.)

4. In your experience, how important are the following in recruiting students for non-traditional training?

1	2	3	
58%	30%	6%	Tell them about salary levels and benefits of non-traditional jobs.
68%	21%	3%	Tell them about the kind of work that is done in non-traditional fields.
28%	43%	21%	Give them vocational tests to help them find out what their interests and abilities are.
6%	0%	0%	Other (Please state) 1 - advancement possibilities; 1 - not recruiting by sex.

5. In your experience, how important are each of the following in influencing students' career choices?

1	2	3		1	2	3	
59%	24%	6%	Individual counseling	28%	50%	9%	Career day
22%	50%	12%	Group counseling	56%	37%	0%	Tour of work-place
28%	43%	21%	Vocational tests	53%	34%	3%	Guest speaker from a particular field
				16%	0%	0%	Other (Please state) 1 - parents; 1 - peer advice; 1 - opportunities in industry.

6. In your experience, how important are the following in helping students stay in non-traditional training?

1	2	3	
18%	47%	25%	Having a special club or group counseling for non-traditional students.
47%	28%	19%	Having training for instructors to help them become aware of problems non-traditional students may have.
18%	34%	37%	Providing child care services for students' children during class time.
9%	0%	0%	Other (Please state) 2 - success in courses taken; 1 - honesty about quality of student's work; 1 - minimum of sexist interference; 1 - continued student interest.

7. Which of the following services does your school provide in the area of job placement for non-traditional students? (Please check any that apply.)

34% Counseling services to help them deal with barriers non-traditional workers face.

62% Counseling services to help them in job interviews.

59% Help from vocational school personnel in finding employment relevant to training and interests.

28% Introduction to role models in their new job environment.

19% Placement of at least two non-traditional workers with the same employer.

34% Follow-up services to assist in adjustment to work world.

9% Other (Please state) 1 - 3 months co-op training; 1 - "employers come to the school"; 1 - equal services for both sexes.

8. From your experience in assisting non-traditional students, what advice would you give to new non-traditional students?

Most answers were similar to the following:

"Inform them of possible resistance from some fellow students and teachers, but not to cave in and they will gain the respect they deserve."

"Don't lean on the other students, do your own work. You will have to prove yourself to the other students."

9. What are the most successful techniques your school has used to recruit, retain, and/or place non-traditional students?

Most answers were similar to the following:

"Advertising in local newspapers to obtain recruits has been very successful."

"Media, word of mouth, reputation of our program, successful graduates."

"Visits to high schools, articles in newspapers and pamphlets."

"Former grads that are employed in the field."

10. Please add any other comments you may have.

Most answers were similar to the following:

"The secretarial field is not very attractive to non-traditional students - salary is too low - work too demanding - most young men do not enjoy this type of work."

"Our classes run between 30% to 40% female, but resentment is beginning to build against the blatant preferential treatment of women!"

"Non-traditional students are a lot harder to teach."

THANK YOU FOR YOUR ASSISTANCE!

TABLE 3

Counselor and Instructor Questionnaire

Counselors N = 12

1. Please give the following information about yourself:

   a. 83% Male b. 17% Female

   b. In what vocational program (welding, office occupations, etc.) do you teach? (If you are a counselor, please write "counselor.")

   (Refer to page 51 for summary of responses to 1-b through 1-d.)

   c. How long have you been teaching in this field (or been employed as a vocational counselor)?

   _____

   d. Approximately how many non-traditional students do you presently have in your classes (or counsel regularly)?

   _____

2. In your experience, who usually initiates the idea of non-traditional training to a student? (Please check one only.)

8%	Instructor	0%	Other students in non-traditional training
8%	Vocational counselor	25%	An acquaintance (role model) who is working in a non-traditional field
0%	Parents	0%	Other (Please state) _____
66%	The student him/herself		_____

(One respondent checked 2 items; therefore, percentages do not equal 100%.)

3. What do you think is the greatest problem non-traditional students have? (Please check one only.)

   17% Students of the other don't accept them.

   8% Instructors have difficulty adjusting to the non-traditional student's being in class.

   0% Physical work is harder for non-traditional students.

   58% Non-traditional students have had less experience and training in their field than students of the other sex.

   17% Other (Please state) 1 - "Self-consciousness of difference"; 1 - "no backlog of knowledge from exposure"; 1 - "Varies with individual."

In answering questions four through six, please use the following code:

1 = Very Important

2 = Somewhat Important

3 = Not Important

(Note: Each response may be used more than once.)

4. In your experience, how important are the following in recruiting students for non-traditional training?

1	2	3	
33%	66%	0%	Tell them about salary levels and benefits of non-traditional jobs.
33%	66%	0%	Tell them about the kind of work that is done in non-traditional fields.
0%	75%	25%	Give them vocational tests to help them find out what their interests and abilities are.
25%	0%	8%	Other (Please state) 1 - spending time with someone in training program; 1 - job availability and security; 1 - success in a field by a peer.

5. In your experience, how important are each of the following in influencing students' career choices?

1	2	3		1	2	3	
25%	66%	8%	Individual counseling	8%	58%	17%	Career day
17%	75%	8%	Group counseling (or workshop on careers)	8%	58%	17%	Tour of work-place
8%	66%	8%	Vocational tests	25%	58%	8%	Guest speaker from a particular field
				17%	0%	0%	Other (Please state) 1 - acquaintance with role model; 1 - peer pressure.

6. In your experience, how important are the following in helping students stay in non-traditional training?

1	2	3	
8%	58%	8%	Having a special club or group counseling for non-traditional students.
33%	50%	0%	Having training for instructors to help them become aware of problems non-traditional students may have.
25%	42%	24%	Providing child care services for students' children during class time.
17%	0%	8%	Other (Please state) 1 - non-biased instructors; 1 - "visit by counselor to shop area to confer with student as to possible problem"; 1 - success in studies; 1 - self-confidence and maturity; 1 - "consider student in scheduling classes/programs."

7. **Which of the following services does your school provide in the area of job placement for non-traditional students? (Please check any that apply.)**

75% **Counseling services to help them deal with barriers non-traditional workers face.**

91% **Counseling services to help them in job interviews.**

83% **Help from vocational school personnel in finding employment relevant to training and interests.**

25% **Introduction to role models in their new job environment.**

0% **Placement of at least two non-traditional workers with the same employer.**

25% **Follow-up services to assist in adjustment to work world.**

17% **Other (Please state)** 1 - resumé writing; 1 - "Employers come to our campus to interview students for jobs."

8. **From your experience in assisting non-traditional students, what advice would you give to new non-traditional students?**

Most answers were similar to the following:

"Ignore the detractors and traditionalist remarks. Think about the benefits of work - satisfaction, self-esteem, other-esteem, and pay-material comforts. Sense of well-being, feeling of destiny-control."

"Not to stereotype themselves and not to mask their femininity/masculinity in order to fit in."

9. **What are the most successful techniques your school has used to recruit, retain, and/or place non-traditional students?**

Most answers were similar to the following:

"1. Successful grads are the best recruiters. 2. Parents are a large factor - convince them and you will get more students. 3. Teachers have a lot of influence, enlighten them."

"No real technique - when a student in a non-traditional situation expresses an interest, they are told of a given field of study as are all other students. Most students of this nature have already made their decision."

10. **Please add any other comments you may have.**

"Failure for non-traditional students in their chosen field is due in large part to lack of basic skills - reading, writing, and math."

"Create a total atmosphere that is permissive enough to allow different things to happen and go on. This is easier to do in a big city environment, especially in the middle of the bustling downtown area where we are located."

THANK YOU FOR YOUR ASSISTANCE!

TABLE 4

Employee Questionnaire

N = 14

1. Please give the following information about yourself:

   a. 0% Male 100% Female

   b. In what job are you employed? (Refer to page 51 for a summary of responses to 1-b through 1-e.)

   c. How long have you been employed in this occupational field? _____

   d. Do you plan to stay in this occupational field? _____

   e. If not, what field would you like to enter? _____

   f. Where did you receive training for the field in which you are employed? (Please check any that apply.)

   0% Vocational school

   0% High school

   7% College credit courses
   (All also checked "on-the-job.")

   71% On-the-job

   21% From parents or friends
   (All also checked "on-the-job.")

   28% Other (Please state) 2 - "Texas A&M Program outreach"; 1 - "books, library"; 1 - "husband."

In answering questions two through four, please use the following code:

1 = Very Important

2 = Somewhat Important

3 = Not Important

(Note: Each response may be used more than once.)

2. How important were each of the following in your decision to enter this occupational field?

1	2	3	
64%	21%	7%	I can make a high income in this field.
78%	14%	0%	I have abilities and interest in this field.
43%	36%	0%	This field has many job openings.
21%	0%	0%	Other (Please state) 1 - having weekends free to share with son; 1 - "something I have never done."

3. What do you think vocational schools could do to better prepare students in non-traditional fields?

1	2	3	
86%	7%	7%	Help them see a more realistic picture of working conditions.
64%	14%	7%	Help them see their own skills and abilities more realistically.
78%	14%	7%	Give them more actual skills training.
43%	36%	7%	Give them assertiveness training.
0%	7%	7%	Other (Please state) 1 - field trips to job sites; 1 - "I didn't attend vocational school. . .but wished high school had given me a more realistic picture of things to come."

4. How important do you think the following would be in recruiting more employees for this field?

1	2	3	
36%	36%	21%	Tell them about the high salary and benefits of this field.
71%	21%	0%	Tell them about what kind of work is done in this field.
57%	36%	0%	Give them more vocational tests to help them find out what their interests and abilities are.
71%	28%	0%	Give programs in high schools to tell students about non-traditional fields.
0%	0%	0%	Other (Please state) _____

5. Who influenced you in making your occupational choice?
(Please use the following code: + = Encouraged me; - = Discouraged me; 0 = Had no influence on me)

+	-	0		+	-	0	
0%	14%	57%	High school counselor	21%	21%	36%	Mother
0%	14%	57%	High school instructor	28%	14%	36%	Father
14%	14%	50%	College counselor	21%	7%	50%	Other family member
7%	14%	50%	College instructor	57%	21%	0%	A friend who is working in this field
14%	0%	43%	Husband/Wife				
28%	14%	36%	Other students in this field	28%	0%	0%	Other (Please state) 3 - "myself"; 1 - newspaper ad for Texas A&M program."

6. **What problems have you had in being an employee in a non-traditional field? (Please check any that apply.)**

   43% **I had difficulty convincing the employer I could do the work.**

   36% **Co-workers of the other sex didn't accept me at first.**

   43% **Supervisors didn't accept me at first.**

   21% **Physical work is harder for me than for employees of the other sex.**

   36% **I had less experience and training in this field than most employees of the other sex.**

   21% **Other (Please state)** 1 - "Believing I could do it"; 1 - "Coping with language"; 1 -"none of the above"; 1 - "foreman accepted me, superintendents didn't."

7. **What do you like most about your job?**

   Most answers involved the following: being outdoors; high pay; and learning new skills.

8. **What do you like least about your job?**

   Most answers involved the following: job insecurity due to weather and length of projects; long hours and difficult work; low salary and lack of benefits; co-workers' impatience at mistakes; and boredom.

9. **What advice would you give to new employees entering a non-traditional field?**

   Most answers were similar to the following: "To have faith and confidence in themselves"; "Be a lady at all times"; "Do their best at all times";and "Realize that the first two years are the most trying."

10. **Please add any other comments you may have.**

    Most answers were smiliar to the following: "For the first time I actually have confidence in myself"; "If you want it, go for it"; "Do a good job in your field and make it easier for future women employees! Good luck!" and "It (truck driving) is a hard, dirty job, not like they show on tv."

THANK YOU FOR YOUR ASSISTANCE!

TABLE 5

Employer Questionnaire

N = 5

1. **Please give the following information about yourself:**

   a. 100% **Male** 0% **Female**

   b. **What is your job title?** (Refer to page 51 for a summary of responses to 1-b through 3.)

2. **Approximately how many non-traditional employees are presently under your supervision?** _____

3. **What jobs are they in?**

   Males _____

   _____

   Females _____

   _____

4. **From what source have you obtained most of your non-traditional employees? (Please check one only.)**

0%	Vocational schools	60%	Word-of-mouth
0%	Colleges	0%	Company recruiter
0%	High schools	40%	Other (Please state)
0%	Classified advertisements	1 - Texas A&M Program; 1 - walk in.	

5. **Did most of your non-traditional employees have formal training in their fields before beginning their jobs?**

   0% **Yes** 100% **No**

6. What positive effects have non-traditional workers had in your company? (Please check any that apply.)

0% Morale has improved in the company.

40% They have added to the number of qualified employees.

0% They have brought special skills or insight to their jobs. (Please explain briefly.)_____

_____

0% Other (Please state) _____

_____

60% None

7. What negative effects have non-traditional workers had in your company? (Please check any that apply.)

100% They have difficulty with physical aspects of the work.

40% They are not accepted by co-workers of the other sex.

0% Separate facilities must be built for them.

20% More on-the-job training must be given to them than to employees of the other sex.

0% Other (Please state) _____

_____

0% None

8. Based on your experience, what advice would you give to vocational school personnel who are preparing non-traditional students for the work world? (Please check any that apply.)

0% No changes are needed from what vocational schools are presently doing.

100% Help them see a more realistic picture of working conditions.

20% Give them more actual skills training.

40% Give them assertiveness training to help them deal with inter-personal problems.

0% Other (Please state.) _____

_____

9. **What advice would you, as an employer or supervisor, given to new non-traditional employees?**

"In the heavy construction industry, one must be able to do most anything when called upon. If you cannot or will not do it, one should not enter the type of work."

"Safety. If unsure of the job, ask questions. Think ahead. Be responsible."

"Once your mind has been set on a job - do it. No job, sometimes even a traditional job, is easy to get trained in, but with the right job choice and determination to do well within that field any person can adapt or adjust their lifestyle to do well for themselves and their employer."

"Dress properly for the job. Take the job serious. Do not get discouraged too soon."

10. **Overall, what is your impression of non-traditional employees?**

"At first they are very happy and ready for most anything. Within a few short months, most have quit because the interest or desire is gone. Also, most jobs for non-traditional workers in our industry, is some the common laborers do. This means hard or dirty work and the female does not like to do it."

"Of the ones that stick, they are about average employees."

"They do not stay at the job very long."

11. **Please add any other comments you may have.**

"I wholeheartedly believe that no person should have their hands tied in a manner which does not allow them to at least attempt to do the work of their choice. However, a person attempting a non-traditional position must be willing to give 110% of themselves every hour while on duty to do well at their task and be the 'best.' A person just trying to get by will not do well in a traditional and sure as heck will not make it in a non-traditional position. Attitude - a key to success in any endeavor."

THANK YOU FOR YOUR ASSISTANCE!

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APPENDIX A

RESOURCES FOR EQUAL ACCESS INFORMATION AND MATERIALS

Dr. Christine Smart
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Texas Education Agency
201 East 11th Street
Austin, TX 78701

Vocational Resource Center
Region II Service Center
N. Water
Corpus Christi, TX 78401
ATTN: Ms. Toni Moynihan

U.S. Department of Labor
Office of the Secretary
Women's Bureau
Washington, D.C. 21210

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

American Association
of Community and Junior Colleges
One Dupont Circle
Washington, D.C. 20036

APPENDIX B

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APPENDIX C

SUGGESTED WORKSHOP AGENDA

8:30 - 9:00	Registration and Coffee
9:00 - 10:15	Introduction
	(Includes quiz or pre-test, handouts, discussion of importance of equal access to students and sponsoring institution)
10:15 - 10:30	Break
10:30 - 12:00	Recruitment of Non-Traditional Students & Discussion
	(Includes information on using displaced homemaker programs, counseling methods, role models, speakers, and graphic aids to recruit non-traditional students)
12:00 - 1:00	Lunch
1:00 - 2:30	Retention of Non-Traditional Students & Discussion
	(Includes information on child care and other support services, support counseling to assist non-traditional students with common problems, and increasing faculty and staff awareness of non-traditional students' needs)
2:30 - 2:45	Break
2:45 - 4:15	Placement of Non-Traditional Students & Discussion
	(Information on working with employers, preparing non-traditional students for job interviews and potential job situations, and conducting follow-up procedures to assist non-traditional students in adjusting to the world-of-work)
4:15 - 5:00	Wrap-Up
	(Includes post-test and evaluation of workshop)